

CONTRIBUTION TOWARD IDENTIFYING
THE DEVELOPING EXECUTIVE

James Kirk Freeman

Library
Naval Postgraduate School
Monterey, California 93940

NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

CONTRIBUTION TOWARD IDENTIFYING
THE DEVELOPING EXECUTIVE

by

James Kirk Freeman

and

Gerald A. Motta

March 1975

Thesis Advisor:

J. W. Creighton

Approved for public release; distribution unlimited.

U164891

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Contribution Toward Identifying the Developing Executive		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis; March 1975
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) James Kirk Freeman Gerald A. Motta		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		12. REPORT DATE March 1975
		13. NUMBER OF PAGES 64
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Naval Postgraduate School Monterey, California 93940		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Executive Development Managerial Talent		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Organizations would like to be able to identify the fast rising executive at an early age. This paper is a pilot study in developing a method for identifying this "rising star." The authors first developed a list of capacity identifiers for observing executive ability or potential. From this list a sample set of nine capacity identifiers was selected and		

Block #20 continued

questions developed by the authors to determine an executive's capacity in those selected areas. Methods for validation of the questions are presented and suggestions offered for developing a composite capacity score which can be used to identify the rising star.

Contribution Toward Identifying
the Developing Executive

by

James Kirk Freeman
Lieutenant Commander, United States Navy
B. S., United States Naval Academy, 1965

and

Gerald A. Motta
Lieutenant, United States Navy
B. S., United States Naval Academy, 1969

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

ABSTRACT

Organizations would like to be able to identify the fast rising executive at an early age. This paper is a pilot study in developing a method for identifying this "rising star."

The authors first developed a list of capacity identifiers for observing executive ability or potential. From this list a sample set of nine capacity identifiers was selected and questions developed by the authors to determine an executive's capacity in those selected areas. Methods for validation of the questions are presented and suggestions offered for developing a composite capacity score which can be used to identify the rising star.

TABLE OF CONTENTS

I.	INTRODUCTION-----	7
A.	OBJECTIVE-----	8
B.	SOME BASIC HYPOTHESES-----	8
II.	DEVELOPMENT OF CAPACITY IDENTIFIERS-----	10
A.	METHODOLOGY-----	10
1.	Literature Research-----	10
2.	Group Discussion Research-----	11
3.	Possible Indicators of Executive Success-	11
4.	Definition and Identification of Capacity Identifiers-----	11
5.	Identification of Sample Identifiers Examined-----	13
6.	Development and Design of Questions Supporting the Sample Capacity Identifiers-----	14
B.	RATIONALE FOR SELECTING CAPACITY IDENTIFIERS-	14
III.	DISCUSSION OF SAMPLE CAPACITY IDENTIFIERS WITH SUPPORTING QUESTIONS-----	16
A.	THE ABILITY TO COMMUNICATE-----	16
B.	DRIVE-----	21
C.	THE ABILITY TO HANDLE STRESS-----	25
D.	THE ABILITY TO SET PRIORITIES-----	29
E.	MATURITY-----	33
F.	HUMAN RELATIONS-----	38
G.	DECISIVENESS-----	43
H.	TRAINING-----	47
I.	ORGANIZATION AND TEAM DEVELOPMENT-----	52

IV.	SUGGESTIONS FOR VALIDATING SAMPLE CAPACITY IDENTIFIERS AND QUESTIONS-----	57
V.	RECOMMENDATIONS FOR CONTINUATION OF THIS STUDY---	59
	LIST OF REFERENCES-----	60
	INITIAL DISTRIBUTION LIST-----	64

I. INTRODUCTION

Within the executive arena, certain individuals have displayed the capacity for assuming great responsibilities and executing them effectively. Many have been promoted to top level executive positions at a relatively early age. These individuals are few compared to those who ascend only to middle-management positions in an entire career, and identifying them at an early age as rising stars is difficult. No specific leadership style or personality type has been proven to be a conclusive identifier of managerial capability or executive potential. A given leadership style or personality type may be effective in one climate and totally ineffective in another.

Organizations would like to hire individuals of high executive potential to assure themselves of a pool of qualified individuals from which executives of the future will be chosen. Identifying these individuals at the time of hiring or at lower management levels would provide the following possible benefits:

- a. A greater return on investments in personnel training and development.
- b. A better level of decision-making by the executive team from bottom to top.
- c. A longer life span on the job for the more qualified executives.

A. OBJECTIVE

Early research effort for this study developed a rather lengthy list of possible executive capacity indicators. From this list, the authors have chosen nine as being among the prime ones. The objectives of this paper are:

1. To show how these nine anticipated executive capacity indicators might be validated as true identifiers.
2. To indicate how the indicators, once validated, might be used to try to identify the individuals with potential as future executives.

B. SOME BASIC HYPOTHESES

The study builds upon some basic hypotheses advanced by the authors. Literature supporting the hypotheses is referenced throughout the paper. The following hypothesis model sets forth the authors' basic assumptions.

HYPOTHESIS I: The rising star can be identified.

SUB-HYPOTHESES

1. Executive capacity identifiers exist.
2. The identifiers are exhibited by an individual as responses to situational stimuli.
3. The capacity identifiers show in individuals of high executive capacity at a relatively early age.
4. The capacity identifiers tend to change during an individual's maturing process, accounting for a continual change in capacity identifier profiles.
5. The identifiers, when combined in an individual, tend to make up an executive capacity composite.

6. A high composite score for an individual indicates high executive potential.

HYPOTHESIS II: A questionnaire can be used to identify valid capacity indicators.

HYPOTHESIS III: The same questionnaire can be used to identify young people with high executive potential.

II. DEVELOPMENT OF CAPACITY INDENTIFIERS

A. METHODOLOGY

1. Literature Research

Initial research efforts by the authors were focused on reviewing literature written over the past twenty-five years on management, leadership, and executive skills. The intent of the authors was to investigate the quality, trait, and technique requirements of different management levels from the first-line supervisor to the highest executive. The opinions of the many authors reviewed concerning the success requirements for these individual management levels revealed four general approaches used in attempting to identify the rising star

a. List and discuss management skills to be mastered or personality traits to be developed.

b. Discussion by successful executives of characteristics they consider instrumental to their success.

c. Listing of "do's and don'ts" for becoming a successful executive.

d. Attempting to present a stereotyped profile of the successful executive from results of psychological and personality tests.

The individual results of these four approaches were considered by the authors to be too general to support Sub-hypothesis I-2 because, with the exception of work done by Blake, Mouton [Blake and Mouton, 1969] and Fiedler [Fiedler,

1967], the executive's capacity to respond to situational stimuli was not treated extensively.

2. Group Discussion Research

The rising star characteristics indicated in these four approaches were then used as a base for group discussions under the direction of Doctor J. W. Creighton, Professor, Naval Postgraduate School. These discussions were conducted once or twice weekly over a three month period with a group consisting of the authors and six other students at the Naval Postgraduate School interested in the topic of this paper. All participants in the discussions had interviewed several executives during this period in an attempt to determine what characteristics would be helpful in identifying the rising star. This group also attended various lectures and seminars covering topics relating to the general subject of this paper.

3. Possible Indicators of Executive Success

Through the authors' research and the group discussions, a list of characteristics or traits believed to be possible indicators of the rising star was derived. This list is contained in Table I.

4. Definition and Identification of Possible Capacity Identifiers

To support Sub-hypothesis I-1, the capacity identifier was defined by the authors as follows.

Capacity Identifier: An area of executive ability which can be examined to indicate an individual's capacity to respond to situational stimuli in that area.

Table I. Preliminary List of Indicators.

Judgement	Stamina
Ambition	Ability to get power
Intelligence	Ability to keep power
Personality	Ability to make things happen
Honesty	Ability to negotiate
Integrity	Risk-taker
Motivation	Ability to bounce back
Persuasive ability	Common sense
Perseverance	Discretion
Good listener	Ability to develop loyalty
Analytical ability	Confidence
Foresight	Ability to get along with people
Considerate of others	Intellectual curiosity
Regard for timing	Willingness to delegate
Courage	Competitive attitude
Emotionally stable	Perceptive
Good communicator	Have the right people around oneself
Commands respect	Forceful

Table I was then consolidated as a result of the group discussions mentioned previously by combining the traits or possible indicators of executive success into broader categories which encompass several closely related indicators. The result of this consolidation was a list of possible capacity identifiers which are shown in Table II.

Table II. List of Possible Capacity Identifiers.

The ability to communicate	Ability to obtain and maintain power
Decisiveness	Leadership
Ability to set priorities	Human relations
Ability to make things happen	Maturity
Ability to handle stress	Training ability
Drive	Ability to formulate policy
Organization and team development	Planning capability
Intelligence	

5. Identification of the Sample Identifiers Examined

From Table II the authors selected a group of nine possible capacity identifiers which they consider to be of prime importance in identifying the rising star. They also anticipate that each can be validated as a true identifier. Those examined by the authors in this study follows.

- a. The Ability to Communicate,
- b. Drive,
- c. The Ability to Handle Stress,
- d. The Ability to Set Priorities,
- e. Maturity,
- f. Human Relations,
- g. Decisiveness,
- h. Training,
- i. Organization and Team Development.

6. Development and Design of Questions Supporting the Sample Capacity Identifiers

To support Hypothesis II the authors designed questions concerning each of the nine capacity identifiers. These questions were designed to obtain situational responses from individuals which can be used to validate both the questions and the selected identifiers. Prior to designing the questions, the authors reviewed the various questionnaires that had been developed in their research sources. Many of the authors' questions were designed during the group discussions.

Some of the questions designed by the authors indicate executive capacity in more than one capacity identifier. This is due partly to design to reduce the number of questions, and partly due to the interrelationships that exist between some of the nine identifiers selected. Also, because of these interrelationships, the authors have designed some multiple-answer questions. This complicates scoring and may justify validating the style of those questions.

Each of the sample identifiers is discussed in the following chapter and the questions relating to each identifier immediately follow the discussions. The authors summarized the points they consider important to each identifier in the closing paragraph of each identifier discussion, and those points were instrumental in the question design.

B. RATIONALE FOR SELECTING CAPACITY IDENTIFIERS

The consolidation from Table I to Table II was accomplished strictly on the opinions of the authors based on

their research and personal experience. Neither of the tables is considered to be all-inclusive and any differences of opinion held by the reader will have to remain unproven until the study is completed and the questions and capacity identifiers are validated.

III. DISCUSSION OF SAMPLE CAPACITY IDENTIFIERS WITH SUPPORTING QUESTIONS

A. THE ABILITY TO COMMUNICATE

An executive spends a large amount of his time communicating by either sending or receiving information [Drucker, 1966]. Regardless of the communication medium, to be effective the sender must relay his message clearly. Ambiguity can easily distort the intent of the message. The sender must also consider the receiver's intelligence or vocabulary level to ensure the message is understood [Levinson, 1972].

Oral communication is most effective because of the immediate opportunity for feedback. A good communicator can tell if he is being understood by observing facial expressions and other reactions of the listener, or by the number of questions or further explanation required to complete the communication [Hunsicker, 1972]. Attitude and voice tone are also important in effective communication. If the receiver is alienated by an insincere attitude or harsh voice tone on the part of the sender the message can be easily misinterpreted, rejected, or not even heard because of the alienation [Hunsicker, 1972].

Written communication requires a more deliberate technique than oral communication because the message travels in only one direction with no immediate opportunity for visual or verbal feedback. Unless a sender is careful in wording a memorandum or letter the intent of the message can be easily misunderstood [Uris, 1970].

The next phase of the communication process is receiving the message. Many executives are bad listeners [Foltz, 1972], but it is the authors' opinion that not many good executives are bad listeners. A person who can listen sensitively establishes a proper climate for effective communications and destroys the unconscious barriers of resistance to another's ideas. Listening is learning. New ideas flow more freely when people are good listeners [Foltz, 1972]. The rising star can make significant progress by learning to listen because not only does listening provide a method of getting new ideas, but being a good listener commands respect from the person he is listening to [Foltz, 1972].

It is important that the executives recognize the presence of the informal communication system, sometimes referred to as the corporate grapevine, within his organization and be able to identify its leaders.

"More than merely a device to convey corporate gossip, the grapevine is an influence to be considered in all management actions. Indeed, since the grapevine's influence may be favorable or unfavorable, managers are coming to realize that to get this vine to bear desirable fruit, they must feed, water and cultivate it. To integrate the grapevine's interests with those of the formal organization, they must listen to it, learn who its leaders are, how it operates and what information it carries."¹

Once these informal leaders are identified the executive can use the grapevine to learn of problems at lower echelons and more importantly feed information into the network. The

¹Davis, K., "Care and Cultivation of the Corporate Grapevine," Dun's, p. 45, July, 1973.

informal chain is generally more effective than formal communication because subordinates listen to and communicate with their contemporaries much easier than they do with their seniors and because informal communications travel laterally and diagonally in no set pattern [Davis, 1973].

It is important for the executive to keep both formal and informal communication channels open. It is much easier for a senior to maintain open channels in a downward direction than to produce and maintain an atmosphere for the free flow of ideas and problems in an upward direction. Sensitive listening and sincere receptiveness are imperative in keeping these upward channels open because once a subordinate is alienated by a senior the flow is blocked and difficult to reopen.

"Many of the effects of inadequate communication are self-evident. If the company's top manager is unaware of what is happening in the lower echelons or has been deliberately misled, is unable to communicate with his subordinates, or must work through and with a staff of whose competence and true level of performance he knows little, it is to be assumed that he will be operating under a severe handicap. Such a situation can hardly be prevented from having an adverse effect on overall morale, productivity, and ultimately, profits."²

The authors consider the important factors to effective communication to be the ability to send messages without ambiguity, to recognize and respect the power of informal grapevine, and to be conscious of the importance of keeping communication paths open by being a good listener.

²Harvard Business Review, How Successful Executives Handle People, p. 4, 1965.

The following questions were designed to determine an individual's ability to communicate.

1. What is your attitude toward the informal grapevine system of communication in your organization?

- a. It does not exist in my organization.
- b. It provides worthwhile information.
- c. It is mostly unreliable gossip and rumors.
- d. It provides nothing I don't already know.
- e. I use it to test new ideas before I implement them.

2. In communicating with subordinates I

- a. am careful not to confuse them with big words,
- b. ask questions to make sure they understand me,
- c. assume I am understood unless they ask questions,
- d. can tell by their reaction if I am not understood,
- e. prefer oral to written communication.

3. I receive information concerning problems at lower echelons by

- a. the informal grapevine,
- b. being informed by my immediate subordinates,
- c. asking questions concerning suspected problem areas,
- d. personal observation,
- e. analyzing periodic reports,
- f. being informed by my senior or peers.

4. I encourage the upward flow of information by

- a. maintaining an open door policy at all times,
- b. providing an anonymous suggestion box,

c. speaking with all of my subordinates at least every two weeks,

d. advertising that suggestions are welcome via the proper channels.

5. Approximately how many ideas have you considered or adopted as a result of suggestions from subordinates over the past three months?

considered_____ adopted_____

6. When being spoken to

a. I usually have a reply ready before the speaker has finished his statement,

b. I sometimes interrupt a speaker to clarify what he is saying,

c. I consider myself sensitive and open to the speaker's ideas,

d. the degree to which I listen depends on his ability to get his point across,

e. the degree to which I listen depends on the attitude of the speaker.

Question 1 is intended to determine if an executive realizes that the informal grapevine exists and is a good source for feedback as well as input of reliable information.

Question 2 is intended to ensure the executive is conscious of the importance of being clearly understood, is sensitive to the reactions of the listener, and is confident in his oral communicating ability.

Questions 3 and 5 are intended to determine if an executive has an open flow of communication from his subordinates.

Question 4 should determine his sincerity in keeping those communication channels open.

Question 6 is intended to indicate the listening ability of the executive. An (a) response would indicate other than total attention to the listener. The executive's maturity, as shown by his consideration of others' ideas, can also be determined from this question.

Question 5 also indicates an executive's ability in human relations, his maturity, and the presence of a team atmosphere.

B. DRIVE

Drive is the ability to push oneself toward goal achievement. It includes the initiative to get things started, a desire to achieve excellence, and the perseverance to overcome discouraging setbacks or to complete projects once they are started. Without this drive it is difficult for executives to rise far in an organization because a man who possesses a high degree of drive simply gets more done. This drive could be exemplified by the following description.

"A good executive is a man who is currently holding a job that carries more responsibility than any job he has ever held before. He probably came up from the ranks, and perhaps he has had less education than the president of his company and some of the other top officers, and feels a little bit defensive about it. He looks forward to a career with this company and is ambitious to expand the scope of his present job by helping the company to grow. His present salary is more than he expected to earn a few years back, but already he is dissatisfied with his present income."³

³Black, J. M., How to Grow in Management, p. 217, Prentice-Hall, 1957.

The motivators that initiate this drive are varying but generally unimportant as long as a strong drive is present. Wealth, power, prestige, satisfaction from achievement, and satisfaction from being a significant part of a team are all motivators which initiate drive [Feinberg, 1965].

Many books have been written by executives, psychologists, behavioral scientists, and management consultants on executive traits or abilities contributing to executive success and few, if any, omit drive as one of the key factors of this success. Drive, however must have direction and be properly paced. Some executives who possess drive do not rise very far because they are reckless. These executives are usually trying to impress a superior with their energy and take unnecessary risks in charging at a pace that is entirely too fast. Discretion must accompany drive. Another cause of failure to rise in an organization is that the executive has his motives channeled in a strictly selfish vein such as toward personal wealth, power or status. This can often turn to greed and the same fate as the reckless individual mentioned previously. The wealth and power motives may initially start an executive on the way up but are not good motives if the executive does not mature and make a transition from the personal gain attitude [Feinberg, 1965]. Top executives can still exhibit the same fervor in their drive for things which do not personally reward them. If the executive's drive is not channeled he will divert a lot of energy in many directions and make little progress. His drive must be concentrated in the areas which will move him up the executive ladder.

Drive to the successful executive is a way of life. "If we examine the habits of any really successful man - whether he is a doctor, lawyer, author, minister, artist, engineer, or business executive - we will find he has a habit of working hard at anything and everything he undertakes."⁴

In selecting men who exhibit the drive required to become a rising star, his outside activities should be examined. The degree to which he participates in community organizations, his hobbies, athletics, and his home life are excellent indicators of the drive he will display in his work. If he works at lowering his golf handicap or surpassing a record in a fund raising drive, he is probably the same man with enough drive to become a successful executive [Luthans, 1973].

The authors consider that an executive exhibiting drive is compelled toward personal excellence no matter what his motivator may be. This drive is carried over into his every activity, but it does not make the executive greedy or reckless in achieving his goals.

The following questions were designed to determine the presence of drive within an individual.

1. Select the appropriate answer(s).
 - a. My present job is boring at times.
 - b. I am performing in a job which is below my capability.

⁴McQuaig, J. H., How to Pick Men, p. 45, Frederick Fell, 1963.

c. I am more competent than other men in my company who are in higher positions and making more money.

d. I would take a job with another company right now if it meant an increase in responsibility.

e. I would take the promotion (above) even if it meant moving to a less desirable location.

2. Select the appropriate answer(s).

a. I have the ability to take over my immediate senior's job at this time.

b. I need 6 months to a year of additional experience before I would feel confident in taking over his job.

c. I am comfortable and competent in my present job.

3. Select the appropriate answer.

a. I am more interested in a higher salary than job satisfaction.

b. I am more interested in job location than job satisfaction.

c. I am more interested in responsibility than job location.

d. I am more interested in a higher salary than job location.

4. Select the most appropriate answer(s).

a. I play golf or some form of athletics strictly for relaxation.

b. I have made significant improvement in my athletic ability over the past year.

c. I do not have time for athletics.

d. I am not in good enough physical condition for athletics.

5. Select the appropriate answer(s).

a. I am active in one or more social organizations.

b. I prefer professional organizations to social organizations.

c. I spend much of my free time learning more about my job or technical advances in my field.

d. My career is the driving force in my life.

6. Select the appropriate answer(s).

a. Promotion to me is not as important as providing comfortably for my family.

b. I do not mind going to work if I am ill.

c. I work best in the morning.

d. I have made less professional improvement in the past year than I would have liked.

7. I have been promoted _____ my contemporaries.

a. faster than,

b. slower than,

c. at the same rate as.

Questions 1, 2, 3, 6, and 7 were designed to determine the executive's values and how important promotion is to him.

Questions 4 and 5 should indicate if he exhibits drive in other areas besides his work.

C. THE ABILITY TO HANDLE STRESS

"The first duty of an executive is to his own health, to assume that his mind will be clear, his nerves steady, and

his stamina equal to the demands which will surely be put upon it."⁵ To make prudent decisions an executive must have a clear head and be able to handle the stresses which accompany any executive position and its related responsibilities. Stress has a significant physical effect on the human body if it is present over a continuous period of time [Shepard, 1961]. During periods of high stress the heart beat increases, adrenalin is secreted causing increased blood pressure, and both breathing rate and acidic action in the stomach increase [Black, 1957]. If this condition exists in the human body over extended periods of time, ulcers, high blood pressure, and cardiovascular problems can result. "Look twice at the decision of the executive with an ulcer. It may be not the executive, but the ulcer, that makes the decision."⁶ Stress is healthy over short periods of time however, for it has pushed people to superhuman feats such as Medal of Honor heroics or rescues requiring strength the human body is not normally capable of exerting, but the executive who avoids tension causing problems will be subject to not only medical problems but to irritability and perhaps irrational decisions [Shepard, 1961].

The successful and wise executive maintains his health by learning to live with the stresses which accompany his

⁵Shepard, W. P., Executives' Health Secrets, p. 14, Bobbs-Merrill, 1961.

⁶*Ibid.*, p. 13.

job. Stress itself cannot be avoided for it is inherent with responsibility, but the successful executive will face the problem causing the tension and eliminate it, whereas the less mature executive might incur the stress for long periods of time in trying to avoid the problem. The successful executive also realizes that a balance between work and relaxation must be maintained. Results and not hours worked prove the success of a manager. By delegating part of his workload to subordinates, mentally divorcing himself from problems as much as possible while away from work, taking regular vacations, and taking an occasional afternoon off, a manager can break up long periods of stress and maintain his health [Feinberg, 1965].

Many executives are victims of what Dr. William P. Shepard describes as "executivitis." "...that state of mind which stems from egocentricity (focus on self) to an abnormal degree. It produces feelings of omniscience, great power over subordinates, ability to solve all problems without study or consultation (often according to whim), know-all, see-all, the devil take the hindmost, and the public be damned."⁷ This type of individual who tries to handle the entire workload, in the opinion of the authors, will soon exhaust himself if he does not learn to cope with stress. As the mature executive lives with stress by getting enough sleep, facing and solving his problems instead of

⁷Shepard, W. P., Executives' Health Secrets, p. 26-27, Bobbs-Merrill, 1961.

permitting them to gnaw at him, and learning how to relax, he is not bothered by problems that would normally cause stress in a less mature executive [Shepard, 1961].

The authors conclude that the rising star is an executive who can successfully cope with stress by delegating a part of his workload, facing problems that could cause tension if not solved, and taking frequent physical breaks from work.

The following questions are designed to determine an individual's ability to handle stress.

1. All executives have bad days, How often do yours occur?

- a. One per week.
- b. Once every two weeks.
- c. Once a month.
- d. Sometimes more than once a week.

2. My mid-afternoon at the office, which of the following would describe you?

- | | |
|-----------------------|-----------------------|
| a. tense, | e. frustrated, |
| b. tired, | f. satisfied, |
| c. mentally fatigued, | g. ready for a break, |
| d. angry, | h. hitting my peak. |

3. You are annoyed by a dominating incompetent at the conference table. You would

- a. try to ignore him,
- b. confront him during the conference,
- c. confront him after the conference,
- d. try to assume control of the conference.

4. Select the appropriate answer(s).

- a. I delegate much of my work to subordinates.
- b. I work harder, but I like to handle as much of my work as possible.
- c. I very seldom take an afternoon off.
- d. I make over 90% of the decisions in my work.
- e. I often delegate important projects to subordinates.

5. When I am under much pressure at the office I relieve it by

- a. taking a coffee break away from the office,
- b. talking with my boss about problems,
- c. sticking with my problems until they are solved,
- d. smoking a few more cigarettes,
- e. delegating bothersome problems.

Questions 1, 2, 4, and 5 were designed to indicate if an executive is often subject to stress and tries to relieve it.

Question 3 was designed to see if the executive will act to eliminate stress rather than let the tension continue.

D. THE ABILITY TO SET PRIORITIES

The executive who can properly set priorities is a big step ahead of his contemporaries. Setting priorities requires an organized, mature mind and maximum utilization of time. Which task to accomplish first is part of setting priorities, but even more significant is how much time to spend on which projects. "People tend to do first those things that have the greatest personal appeal - the tasks

that interest and intrigue then the most."⁸ So many executives have pet projects or certain types of work they prefer and spend a large percentage of their time on these tasks. Often the tasks are insignificant as far as the company's goals, or else the executive has not properly assessed the value of his pet project to the company.

The executive's day is filled with meetings, phone calls, correspondence, and decisions. Some matters have definite time schedules or deadlines while some matters are more flexible. At the beginning of any work day an executive is confronted with things that must be done, could be done, and should be done, and more tasks will appear during the day. The efficient executive has the ability to decide which tasks are most important to actual company productivity and should take precedence Van Fleet, 1973 . He must be objective and realistic in weighing time expended versus net productivity. These priorities may shift several times during a day and the executive will undoubtedly have several projects in progress at once, but he must be able to monitor the time and results periodically to eliminate unproductive effort. The ability to accomplish several tasks simultaneously rather than work on one at a time or bounce from one project to another with little productivity is the worth of the effective executive. Setting priorities properly is simply maximizing output by properly allocating time and directing effort.

⁸Tracey, W. R., "The Empty Inbasket Trick," Personnel Journal, p. 40, January 1973.

"The people who get nothing done often work a great deal harder. In the first place, they underestimate the time for any one task. They always expect that everything will go right. Yet, as every executive knows, nothing ever goes right."⁹

The accent on priorities not only applies to the manager's own work, but to that of his department. The effective manager will concentrate the efforts of his department towards accomplishing a few major tasks which will obtain the most productivity. This effort requires a continuous policing of current programs in order to eliminate the obsolete or now lesser priority projects that devour time, money, and manpower, in favor of projects the manager has determined have greater priority [DeArmond, 1952].

The authors consider the executive who can properly set priorities spends a proportionate amount of his time on projects which carry the same relative importance. He has the ability to accomplish several tasks simultaneously and constantly monitors the workload to re-establish priorities.

The following questions were designed to determine if an individual has the ability to set priorities.

1. List the following in order of importance in problem solving.
 - a. Time required (man-hours).
 - b. Cost (dollars).

⁹Drucker, P. F., The Effective Executive, p. 103, Harper and Row, 1966.

- c. Importance (to the organization).
- d. Difficulty (experienced man-hours).

Answer 1. ____ 2. ____ 3. ____ 4. ____

2. How many projects do you feel you are capable of monitoring at one time?

- a. one,
- b. 2-4,
- c. 5-8,
- d. more than 8.

3. I usually solve problems

- a. in order of importance to the organization,
- b. in order of time required to solve them,
- c. in the order I receive them,
- d. in order of importance to my boss,
- e. by my own priority system,
- f. by doing the ones I enjoy first.

4. Select the appropriate answer(s).

- a. My boss gives me time consuming projects which are not justified by their importance.
- b. A small project should not consume many man-hours.
- c. If I spend too much time on a project it loses its importance because the other projects I have neglected become more important.
- d. I tend to spend more time on projects I enjoy.
- e. I like to complete a project before moving to something else.

5. Which best describes your daily routine?

- a. I spend most of my time on one or two specific tasks and stay with them to completion.

b. I am usually occupied keeping several tasks going at the same time.

c. I have an initial schedule which changes drastically during the day.

d. I work all day and sometimes find I have not completed a single project.

Questions 1, 3 and 4 were designed to determine if an executive realizes the time/importance concept in setting priorities.

Question 2 was designed to determine if an executive accomplishes more than one task at a time.

Question 5 is designed to see if an executive monitors and alters his priorities.

E. MATURITY

"That stage of development which we generally refer to as maturity implies the ability to respond to a variety of stimuli without resorting to either fight or flight from problems. When a man is mature he is able to deal with problems objectively. His interests are broader and deeper than mere survival. He is able to operate with a degree of independence and a firm sense of reality."¹⁰ Maturity is not a skill or characteristic that can be attained. It is a process of growing toward emotional maturity. Some men can react in a mature manner in one situation and be immature

¹⁰Feinberg, M. R., Effective Psychology for Managers, p. 67, Prentice-Hall, 1965.

in another [Feinberg, 1965], which points out the fact that emotional maturity is a progressive process rather than a specific level to be attained.

Several indicators aid in identifying an emotionally mature person. Primary is the fact that he knows himself and can accept what he sees. Instead of flaunting his strong points a mature person surrounds himself with people who can cover his weaknesses until he can develop them [Bellows, 1962]. Patience, confidence, and the ability to bounce back after a loss or discouragement are characteristics which require emotional maturity. So many people are impatient with others, not realizing that difficult projects often take more time. An executive who treats a set-back as a sunk cost or new and greater challenge and wastes no time in pursuing the project with an alternative plan instead of losing productive time by agonizing over the setback for days shows excellent maturity. The mature man does not make excuses or pass the buck for his mistakes, but accepts the responsibility for his decisions and those of his subordinates [Cleveland, 1972]. The delicate balance that exists between self-assertion and the consideration of others is a good description of maturity. This balance is between the man asserting himself out of fear or bitterness at one end of the spectrum and an insincere "do-good" attitude at the other. It is good to have the courage to assert your true feelings and yet consider the feelings of others. Many executives do not make the rising star category because they are too selfishly attuned to their own problems and careers and do not show

consideration to the feelings, problems, and ideas of others.

Maturity is an extremely important factor in the success of the rising star because it can give him a slight edge over his contemporaries in the other capacity identifiers discussed in this paper. For instance, an effective communicator would be more effective with a greater degree of emotional maturity. No one individual will react maturely all of the time, but the effective executive will demonstrate maturity in a very large percentage of his job related decisions.

The authors consider the mature executive to be objective yet considerate of others in making decisions. He knows his strengths and weaknesses, accepts responsibility for his actions, and maintains a confident posture.

The following questions were designed to determine whether an individual is mature.

1. When my subordinates make mistakes on tasks I have delegated to them,

a. I hold them responsible so they will learn from their mistakes.

b. I feel that perhaps the task was too difficult for them.

c. I accept full responsibility.

d. I share the blame with them.

2. When making decisions,

a. I generally consult my subordinates first.

b. I can make a rational decision in any area of my responsibility without advice.

c. I like to confer with the people affected by the decision first.

d. I have made many decisions based on recommendations from subordinates.

3. With which statement do you agree most?

a. I sometimes assign work knowing that the deadline may not be met.

b. It usually doesn't bother me when my subordinates turn in reports one or two days late.

c. I do not tolerate lateness at any time.

d. Late reports can sometimes be excused.

4. Place the appropriate letter next to the traits in which you feel that you are strongest (s) weakest (w).

_____ Leadership

_____ Self-motivation

_____ Decisiveness

_____ Human Relations

_____ Maturity

_____ Communication

_____ Setting Priorities

5. You have just gotten angry at one of your subordinates, lost your temper, and have created somewhat of an embarrassing situation for him. You would,

a. apologize for your actions.

b. dismiss your subordinate and forget the action.

c. return to a congenial attitude and continue the conversation,

d. disregard the action and let the whole incident be forgotten.

6. One of your subordinates has been working intensely on a project to meet the reporting deadline which is in a few days. He is the best qualified to complete the written report and make a presentation at the conference. However, he has just asked to leave town because of serious illness in his immediate family. You would,

a. let him go, complete the report and make the presentation yourself,

b. require him to stay, complete the written report, and make the presentation,

c. let him go and try to reschedule the reporting date, so that he may make the presentation,

d. reassign the report to another subordinate and allow him to make the presentation.

Questions 1 and 3 were designed to determine the executive's willingness to accept responsibility.

Question 2 should provide an indication of either an executive's confidence or consideration of others. It can also provide an indication of his team development and organization.

Question 4 was designed to indicate whether an executive recognizes any weaknesses in his executive ability.

Questions 5 and 6 can provide an indication of an executive's consideration of others.

Question 6 may also provide an indication of the executive's confidence, ability to train his subordinates, and his team development.

F. HUMAN RELATIONS

A machine will run a lot smoother if it is properly lubricated, and a lack of proper lubrication will cause friction and an eventual breakdown in the machine. Business, or management, is generally defined as getting things done through people, and if the personal relationships of an executive are well oiled, a lot more production will come from that organizational machine. Today's complex production techniques preclude a manager from knowing in detail all of the day-to-day operational practices of his personnel. Therefore, if he is to be innovative, and improve production, he must rely on the capabilities of his subordinates. Human relations includes a persuasive ability and a personality that enables the executive to get along with his superiors, subordinates, and peers. Being adept in human relations is extremely important to the rising star because it is through the people around him that he climbs the executive ladder. These people can make or break an executive and will make him if he knows how to subtly maneuver their talents to his advantage, while at the same time developing their loyalty, trust, and support. This identifier overlaps heavily into communications, and team development.

Being skilled in human relations implies that a person is perceptive in understanding and recognizing the strengths,

weaknesses, and needs of those people around him. The rising star is well liked, enjoys working with people, and has his people working for rather than against him. Since most of an executive's time is spent in face to face contact with people, and the better he gets along with them, the more work he will get done and much easier.

The executive must maintain several different types of relationships with people, both within and outside of his organization. He must be perceptive enough to recognize who the "doers" and influential people are and cultivate relationships with them. These personal relationships are unwritten personal contracts based on a mutual trust. Benefits flow in both directions and negotiating a battery of these relationships provides an ability or power to get things done the executive would not otherwise have. This concept is not difficult for the maintenance oriented executive, and the task oriented executive, realizing the importance of these relationships, will often alter his orientation to develop them.

To win the support of subordinates, the successful executive must be fair and honest and give the subordinates a sense of belonging to and participation in the organization. "A behavior that builds trust also builds enough security on the part of employees for them to be willing to participate and even to disagree, knowing that their bosses desire their feedback. Employees must be involved and able to say, 'I have a voice in what is happening to me and in how I do my job'. They will feel important because they

know that they have influence over the system, over their bosses, and over the company's policies and regulations. This is what gives them self-dignity and the feeling that their bosses genuinely care about them and the way they feel."¹¹

As the rising star climbs higher up the corporate pyramid his relationship with his subordinates, even though he is more removed from them, becomes more important because there are more of them. Also, as he climbs higher there will be fewer peers at his own executive level which encourages a highly competitive atmosphere and ultimately friction [Packard, 1962]. To maintain a working relationship with his rivals, the rising star must sincerely cooperate and not allow the friction to surface.

Human relations with a senior requires honesty and dependability. To maintain a working relationship with his boss, the rising star must try to anticipate his boss's actions, keep him informed on major projects without boring him with minute details, and learn as much about his boss's job as possible. Some mistakes that can hurt a relationship with a senior are sometimes committed unconsciously by over-eager executives. Examples are such things as a subordinate making a decision he does not quite have the authority to make, making the boss look inept in front of other people,

¹¹Crockett, W. J., "For Those Who Want to Take Organizational Development Seriously," Management Review, p. 14, June 1973.

or taking the limelight away from a senior in an attempt to gain recognition. A senior and a subordinate can complement each other if they maintain an unselfish, honest, and respecting relationship [Van Fleet, 1973].

The authors consider the executive skilled in human relations to be perceptive enough to recognize the strengths, weaknesses, and needs of others and able to negotiate personal contracts with influential personnel by playing on their needs in order to establish a power network. He is also capable in establishing relationships with seniors, subordinates, and peers which are void of obvious friction by exercising tact, honesty, and mutual respect.

The following questions were designed to determine if an individual is human relations oriented.

1. The proper way to handle a long-time employee who is no longer effective or contributing to the company's progress is to

- a. fire him outright with an explanation and apology,
- b. fire him, but offer to help him find another job,
- c. try encouraging him to improve his performance,
- d. side track him to a position of less responsibility until he retires.

2. Concerning associates in your company at the same management level,

- a. I feel an internal friction with one or more of them,

b. I have open hostility with one or more of them,

c. I have an excellent social relationship with one or more of them,

d. An upcoming promotion for one of us would not damage my relationship with one or more of them.

3. Select the appropriate answer(s).

a. I tend to get personally involved with my subordinates,

b. My subordinates are tools for getting a job done and I avoid any emotional ties with them,

c. I can develop trust and loyalty without being personally involved with subordinates,

d. My subordinates will tell me if they are upset with me.

4. Select the appropriate answer(s).

a. I tend to socialize with business associates,

b. I enjoy social events with my seniors,

c. I prefer to have friends who are not associated with my business,

d. I can develop an excellent business relationship without being a friend.

5. After talking with an individual I can usually determine

a. if he is capable,

b. if he is a phoney,

c. if he is selfish,

d. if he is confident,

e. if he is sincere,

f. if there is a silent hostility between us.

6. When a new employee is hired I

a. find my initial impressions of him are usually correct,

b. do not like to form initial opinions,

c. observe his performance before making any judgement,

d. do not let my first opinions influence my evaluation of his performance.

Questions 1 and 3 were designed to determine if an executive is too emotionally involved with his subordinates to be objective. This question also reflects maturity, communications, and decisiveness.

Questions 2 and 4 were designed to evaluate peer relationships.

Questions 5 and 6 were designed to determine how sensitive an executive is toward the attitudes of others.

G. DECISIVENESS

Decisiveness, or the ability to make sound decisions, is an extremely important identifier to be investigated in the rising star. Encompassed in this identifier are requirements for judgement, courage, confidence, good timing, and a certain degree of risk. Although several executive traits are included they are all required in effecting sound decisions. Neither the autocrat yelling and ordering, nor the engineer working with tangible facts and numbers arriving at a conclusion shows decisiveness, for in those situations,

there is no evidence that a decision was made. Executive decisions involve uncertainty and intangibles a great percentage of the time and very often test the character of the man making the decision. The decisions involve data concerning operations and policies within an organization and almost always a time factor, often too short, must be considered [Haire, 1966]. It follows that the higher up the corporate pyramid an executive climbs, the more responsibilities he will have and the more decisions he will make. He will be promoted on his ability to make wise decisions; so, decisiveness appears to be an integral part of the rising star's portfolio of executive qualities.

The executive will make incorrect decisions, but the successful executive has an alternate plan ready if his first decision proves incorrect. Many executives want all the facts before committing themselves, and in doing so render the decision ineffective because it was effected too late. "In the case of the habitually indecisive mind, caution no longer is a virtue. One who tries to reconcile every possible pro and con before proceeding to act, who hopes to eliminate every last vestige of change, and who shrinks from going counter to the wishes of any advisor has no business in an executive capacity."¹² It is important to have as many facts as possible, but the successful decision maker is extremely aware of the time factor and timing in

¹²DeArmond, F., Executive Thinking and Action, p. 112, Lloyd R. Wolfe, 1952.

making an effective decision. "Before making a decision, ascertain the facts as fully as a proper regard for the time factor will justify. Don't expect to reduce a choice to a sure thing; nothing risked, nothing gained. Prefer outright rejection to half-hearted, reluctant assent to a proposal."¹³ He realizes that he may have to take a risk based upon his judgement, past experience, a hunch, or common sense to meet a deadline. To reap the rewards of a successful decision is satisfying, but the decision-maker must also be willing to accept the consequences of a wrong decision. Another important factor in determining the effectiveness of a decision is how well it is accepted. If an executive does not display confidence in his decision to his subordinates or shows any outward signs of vacillation one can only expect its half-hearted implementation, and the decision will not be effective [Cribbin, 1972].

Some of the primary shortcomings of decision-makers are: deciding too soon, when more facts could be obtained; procrastinating or making no decision; making decisions to please a senior rather than using his own judgement; incorrectly defining the problem; not developing alternative solutions; or not displaying confidence in the decision once it is made.

The authors believe the decisive executive has the ability to make and effect sound decisions by properly identifying

¹³*Ibid.*, p. 125.

the problem, having an alternate plan ready in case of error, and appearing confident to ensure the decision is accepted. That further, he does not procrastinate past the critical point, can decide in the face of uncertainty, and has the integrity to accept the responsibility as well as reward for the failure or success of his decision.

The following questions were designed to determine whether an individual is decisive.

1. To what degree do you weight your immediate senior's opinion in making decisions when you feel you are right?
 - a. I weight it considerably before deciding.
 - b. I will challenge it even if he is firmly convinced.
 - c. I will challenge it if I think he might change his mind.
 - d. I usually support my seniors opinions in my decisions.
 - e. I make my own decisions, regardless of my senior's opinion.
2. If I do not have all the facts concerning a problem, I make a decision based on my judgement.
 - a. Most of the time,
 - b. Occasionally,
 - c. Seldom.
3. A good manager is
 - a. not afraid to take risks,
 - b. does not take risks,
 - c. does not consider his decisions risky,
 - d. may have to take risks once in a while.

4. The time factor most critical in the decision process is the timing required in _____ the decision.

- a. reversing,
- b. evaluating,
- c. effecting,
- d. making.

5. I have just been reprimanded by my boss because my subordinate has cost the company \$10,000 by making an incorrect decision on a project I delegated to him. In the future I will

- a. continue to take the blame for my subordinates errors,
- b. not delegate important projects to my subordinates,
- c. reserve decisions concerning money for myself,
- d. hold my subordinates accountable for their mistakes.

Question 1 was designed to determine how independent the executive is in making his own decisions.

Questions 2 and 3 were designed to see if an executive can treat uncertainty in decision making.

Question 4 was designed to determine if the executive realizes the importance of timing in decision making.

Question 5 was designed to see if an executive accepts responsibility for his decisions. This question reflects his maturity and human relations capabilities.

H. TRAINING

"The line manager at all levels is responsible for the development of people who work under his directive. Thus,

manpower development is *not* the responsibility of the training officer or training department. The latter assists the line manager through providing staff services."¹⁴ As discussed in other sections of this paper, the successful executive is continually working towards attaining company objectives. It is important that he possess the ability to organize and develop an efficient and effective team of subordinates. Basic to that team development is the training and development of each member of that team. The successful executive is aware of this and is conscientious in ensuring that each team member receives the opportunity for training and development.

"The training and development process is a complex combination of many subprocesses concerned with increasing the capabilities of individuals and groups in contributing to the attainment of organizational goals. Included in the highly complex flows of events are the determination of training and developmental needs; induction and orientation; skill training; appraisal interviews, employee counseling, and programs for managerial, professional and employees development. Also included are self-initiated developmental activities during off-hours, including attendance at high school, college, and university; reading; and participation in activities of the community.

Implicit also are the demands, challenges, and experiences of the job itself, which, if they lead to personal growth, may be considered part of the organizational training and developmental process. The way the individual responds, or is motivated to respond, to these demands and challenges is as much an aspect of training and development as formal seminars or programs of appraisal."¹⁵

¹⁴Patten, T. H., "Precepts for Personnel Development," Public Personnel Review, p. 5, January 1970.

¹⁵French, W., The Personnel Management Process, p. 477, Houghton Mifflin Co., 1970.

The reason the term "opportunity for training and development" was used is because a good executive knows that he cannot make his subordinates learn. He can only provide the opportunity and the stimulus. It is up to the individual to learn.

Determination of training and developmental needs; orientation programs, appraisal interviews, employee counseling, and programs for managerial, professional and employee development may have their roots in three separate areas. The company may have predetermined programs based upon desired performance levels or criteria for advancement within the organization, programs may have stemmed from recommendations by the subordinates to the executive, or the executive himself may be the originator of various training programs. In any case, the executive is the key. It is he who can best determine what programs are required to develop each individual working for him both in terms of the individual's self-improvement and for improving team efficiency. The performance criteria may be determined jointly as in management by objectives, but the responsibility for training subordinates remains with the senior. The successful executive will ensure the opportunity for the development of an individual's strong points as well as his weaknesses, without fearing that as the individual's talents improve, the executive's position will be placed in jeopardy. He uses his knowledge and experience to counsel and direct the growth of his subordinates so that the organization is assured of a pool of managerial talent.

For an executive to be promoted he must have a well trained man to fill his present position. The rising star realizes this and directs his personal efforts toward qualifying subordinates for his job [Djeddah, 1971]. How many executives have not been promoted when they were ready, simply because there was no qualified individual to fill the vacancy? Training subordinates is good leadership because a subordinate sees an interest being taken in his career and in himself as an individual. Training breeds a team atmosphere and also enables an executive to escape tension because he can confidently delegate a greater percentage of his tasks to a subordinate he has trained and not worry while taking an afternoon off or a short vacation. Improving the management expertise of the company is probably one of the most important reasons for the quality training of subordinates, but to the rising star its importance is having a qualified successor so he may continue his climb.

The authors believe that the executive who effectively trains his subordinates realizes he must have a competent replacement if he is to be promoted, that he is improving the performance level of his company, and that the interest he displays in his subordinates by training them will be repayed two-fold with support.

The questions in this section were designed to determine if an executive realizes the importance of training for improving the performance of his personnel and the company, and his attitude toward conducting that training.

1. I prefer
 - a. cross training my subordinates on the job,
 - b. to let employees learn as much as possible on the job,
 - c. to schedule formal training sessions for all my subordinates,
 - d. to hire qualified personnel from outside the organization to fill vacancies.
2. The primary reason for training is
 - a. to improve the overall effectiveness of the organization,
 - b. so I can take a vacation without worrying about my job,
 - c. so I can have a ready replacement in case I am promoted,
 - d. to display my sincere interest in the career of my subordinates.
3. In my opinion training
 - a. is necessary to remain professionally competent,
 - b. is a necessary evil to satisfy administrative requirements,
 - c. must be carried out enthusiastically for it to be successful,
 - d. should be conducted by a training specialist within the organization.
4. Select the appropriate answer(s).
 - a. Training men on the job is necessary to eliminate lost man-hours.

b. Worthwhile training must be conducted away from the job.

c. If a subordinate cannot train while working, he will not learn by formal training.

d. Training should be the responsibility of a specialist within the organization.

5. Select the appropriate answer(s).

a. I am cautious in training subordinates who could take over my job.

b. Training is necessary so I can promote from within the company rather than hire from outside.

c. My training has been primarily learning from my senior.

d. My training has been on my own, by reading, asking, listening, trying, failure, rather than any formal schooling.

I. ORGANIZATION AND TEAM DEVELOPMENT

Although the rising star capacity identifiers have not been ranked by importance, one of the most demanding and complex is the ability to organize and develop a network of individual and varied talents into an effective and efficient unit.

"..the basic requirement of executive capacity is the ability to create a harmonious whole out of what the academic world calls dissimilar disciplines. This is a fancy way of saying that an executive is good when he can make a smoothly functioning team out of people with many different skills required in the operation of a modern business. His most important function is to reconcile to co-ordinate, to compromise, and to appraise the various viewpoints and talents under his full measure to the business at hand.

Perhaps the best analogy to an executive job is that of the symphony conductor under whose hand a hundred or so highly specialized and very different talents become a single effort of great effectiveness. No conductor can play every musical instrument and no more can an executive be skilled in every talent he is called upon to supervise. There was a time when the boss prided himself on personal experience with every job in the shop. If this view ever had merit, it has long since become entirely unrealistic. Today, specific skill in any given field becomes less and less important as the executive advances through successive levels of responsibility."¹⁶

The executive who can build an organized team and more importantly maintain or improve its efficiency level is truly talented. He must be able to recognize the talents of the individuals working for him and properly place these individuals for maximum effectiveness. He must also be aware of any weak points in the organization and be able to anticipate future personnel losses. A continuous training program must also be in effect to maintain the desired performance level.

Each individual working for the executive has his own set of motivators, but the successful executive must be able to recognize the motives of these individuals and subtly convert them to the goals of the company. "Achieving conditions of motivation throughout a company is essential for the pursuit of excellence. Otherwise striving for excellence becomes driving for excellence, because corporate interests and self-interests have not been merged. When men master success by being effective in, with and through others in

¹⁶Greenewalt, C. H., The Uncommon Man, p. 64, McGraw Hill, 1959.

the achievement of the purposes of the firm, there is no contradiction between personal objectives and corporate objectives....They are congruent."¹⁷

"Personnel management is to a great extent based on the premise that people differ significantly from one another along many dimensions. People differ in terms of basic mental abilities, personality, motor abilities, interest, level of aspiration, available energy, education, training, and experience. Managers daily make decisions about the selection, utilization, and the development of people based on this premise."¹⁸ Foresight in anticipation of personnel problems that might break down or disrupt the organization is necessary for an effective leader. The monitoring process is constant and foresight is mandatory, for the organization can be broken in a fraction of the time required to build it to an effective level [Bennis, 1973]. The rising star will undoubtedly be involved in this monitoring process on his way up and not so much when he reaches higher echelons, but he will realize its importance to his middle managers after he has made his climb.

The authors believe that the executive skilled in organization and team development can recognize degrees of talent

¹⁷Blake, R. R. and Mouton, J. S., Building a Dynamic Corporation Through Grid Organization Development, Addison-Wesley, 1969, p. 64.

¹⁸French, W., "The Personnel Management Process," Human Resources Administration, p. 3, Houghton Mifflin, 1970.

in individuals and position these individuals in such a way that maximum organizational effectiveness is gained. He must also have the foresight to train personnel and anticipate personnel losses, and have the talent to channel the diverse personal goals of his subordinates to those of the organization.

The following questions were designed to determine the organization and team development capabilities of an individual.

1. Select the statement with which you agree the most.

a. Fair pay, good working conditions, and recognition are keys to high unit production.

b. It is necessary to integrate individual goals with those of the organization in order to achieve high unit production.

c. It is not necessary to integrate individual goals with those of the organization to achieve high unit production.

d. Individual goals are generally incompatible with those of the organization.

2. For what period of time could your organization function effectively without you?

a. less than 1 week,

b. less than 2 weeks,

c. less than 1 month,

d. more than 1 month.

3. How many individuals within your organization are capable of assuming your present position?

a. one,

- b. two,
 - c. three,
 - d. more than three.
4. How are your organizational goals established?
- a. Orders are issued.
 - b. Orders are issued but some comment is invited.
 - c. Orders are issued after discussion.
 - d. By group action.
5. Indicate your management style by circling the appropriate number on the scale.

Task Oriented	1	2	3	4	5	6	7	People Oriented
---------------	---	---	---	---	---	---	---	--------------------

Question 1 was designed to see if an executive realizes the importance of integrating personal and company goals. Human relations and maturity are reflected in this question also.

Questions 2 and 3 were designed to see if the team is developed effectively enough for the executive to be away. Training is heavily reflected in these questions.

Questions 4 and 5 were designed to determine how effectively the team has been developed as far as contributing to policy formulation and how people oriented the executive actually is.

IV. SUGGESTIONS FOR VALIDATING SAMPLE CAPACITY IDENTIFIERS AND QUESTIONS

The authors have attempted to design questions to determine the presence of the selected capacity identifiers in the rising star. They suggest that the following, or similar, procedures be used to validate the questions and identifiers.

1. Assemble the questions in questionnaire format. Care should be taken not to assemble the questions in identifier order, as presented in this paper, so the people answering the questions cannot anticipate desired responses.
2. A section at the end of the questionnaire should be allocated for comments by the participants concerning ambiguous questions. These comments could be analyzed to improve the questionnaire.
3. Honesty in responding should be encouraged as well as stressing the confidentiality of the responses to ensure data of high quality.
4. A sample of the participants, selected at random, should be interviewed after testing to validate their honesty in responding and to more closely examine their rising star capacities by observing individual personal reactions to the interview questions.
5. The co-operation of a large corporation be solicited in administering the questionnaire. This corporation should identify individuals it considers to be of high managerial potential. This group should also include individuals who

have risen to top level positions in the organization. The organization should also identify a sample of non-risers to form a second control group.

6. A similarity of responses throughout both control groups would be an indicator of an invalid question.

7. Sub-hypothesis I-4 states that capacity identifiers tend to change during an individual's maturing process. The authors assume that as the individual matures his managerial capacities will improve. Therefore, assuming the questions are valid, the authors anticipate a difference in response between control groups and between managerial levels to validate the capacity identifiers.

V. RECOMMENDATIONS FOR CONTINUATION OF THIS STUDY

The authors have proposed a method for identifying the fast-rising executive or rising star through the use of capacity identifiers in a situational context. They have also contributed to the development of their hypotheses by developing a list of capacity identifiers, expanding a selected group of these identifiers, and developing questions for their validation. The authors make the following recommendations for the continuation of this study.

1. Validate the authors' selected capacity identifiers. This would include the development of a questionnaire using the questions designed by the authors, testing, and conducting a statistical analysis of the responses.
- ✓ 2. Develop and validate the other capacity identifiers.
3. Develop and validate a "capacity identifier composite rating" based on a composite scoring of individual capacity identifiers as suggested in Sub-hypothesis I-5.
4. Develop a relationship between age, pay/responsibility levels, and a capacity identifier composite rating. Such a relationship might be utilized to determine if and when a particular developing executive has reached a performance capacity peak.

LIST OF REFERENCES

- American Management Association, Only a President, 1969.
- Bellows R., Gibson, T. Q. and Odiorne, G. S., Executive Skills, Prentice-Hall, 1962.
- Bennis, W. G., and others, Interpersonal Dynamics, Dorsey Press, 1973.
- Black, J. M., How to Grow in Management, Prentice-Hall, 1957.
- Black, J. M. and Black, V. T., The Front-Line Managers Problem Solver, McGraw-Hill, 1967.
- Blake, R. R. and Mouton, J. S., Building a Dynamic Corporation Through Grid Organization and Development, Addison-Wesley, 1969.
- Blum, M. C. and Naylor, J. C., Industrial Psychology: Its Theoretical and Social Foundations, Harper and Row, 1968.
- Brown, C. C. and Smith, E. E., The Director Looks at His Job, Columbia University Press, 1957.
- Carlson, E. E., "Style and Spirit of United," Mainliner, V. 18, p. 8, September 1974.
- Cathey, P. J., "Future Managers: Spot Them Fast, Challenge Them Often," Personnel Journal, V. 51, pp. 398-406, June 1972.
- Cleeton, G. U. and Mason, C. W., Executive Ability: Its Discovery and Development, Antioch Press, 1946.
- Cleveland, H., The Future Executive, Harper and Row, 1972.
- Cribbin, J. J., Effective Managerial Leadership, American Management Association, 1972.
- Crockett, W. J., "For Those Who Want to Take Organizational Development Seriously," Management Review, V. 62, pp. 13-19, June 1973.
- Davis, G. C., Magic Short Cuts to Executive Success, Prentice-Hall, 1962.
- Davis, K., "Care and Cultivation of the Corporate Grapevine," Dun's, V. 102, pp. 44-47, July 1973.
- DeArmond, F., Executive Thinking and Action, Lloyd R. Wolfe, 1952.

- Djeddah, E., Moving Up, J. R. Lippincott Co., 1971.
- Drucker, P. F., The Effective Executive, Harper and Row, 1966.
- Eddy, W. B., and others, Behaviorial Science and the Manager's Role, NTL Institute, 1969.
- Feinberg, M. R., Effective Psychology for Managers, Prentice-Hall, 1965.
- Fiedler, F. E., A Theory of Effective Leadership, McGraw-Hill, 1967.
- Fleishman, E. A. and Bass, A. R., Studies in Personnel and Industrial Psychology, Dorsey Press, 1974.
- Foltz, R. G., "Communication: Not an Art, a Necessity," Personnel, pp. 60-64, May 1972.
- Franke, H., "Psychology and Management," Management International, V. 13, No. 1, pp. 19-27, 1973.
- French, W., The Personnal Management Process, Houghton Mifflin Co., 1970.
- Getty, J. P., How to be a Successful Executive, H.M.H. Publishing Co., 1971.
- Ghiselli, E. E., Explorations in Managerial Talent, Goodyear Publishing Co., 1971.
- Ginsberg, L. R. and Silverman, A., "Leaders of Tomorrow: Their Identification and Development," Personnel Journal, V. 51, pp. 662-666, September 1972.
- Greenewalt, C. H., The Uncommon Man, McGraw-Hill, 1959.
- Haire, M., Ghiselli, E. E. and Porter, L. W., Managerial Thinking: An International Study, John Wiley and Sons, 1966.
- Harriman, B., "Up and Down the Communications Ladder," Harvard Business Review, V. 52, pp. 143-151, September 1974.
- Harvard Business Review, How Successful Executives Handle People, 1965.
- Hunsicker, F. R., "How to Approach Communication Difficulties," Personnel Journal, V. 51, p. 680, September 1972.
- Jennings, E. E., The Executive, Harper and Row, 1962.
- Johnson, M. L., "Removing the Training Straightjacket," Industry Week, V. 181, pp. 42-46, 6 May 1974.

- Levinson, H., Executive Stress, Harper and Row, 1964.
- Levinson, H., The Exceptional Executive, Harvard University Press, 1968.
- Levinson, R. E., "Executives Can't Communicate," Dun's, V. 100, p. 119-120, December 1972.
- Livingston, R. T. and Waite, W. W., The Managers Job, Columbia University Press, 1960.
- Longgood, B. and Wallace, E., The Pink Slip, McGraw-Hill, 1959.
- Luthans, F., Organizational Behavior, McGraw-Hill, 1973.
- McQuaig, J. H., How to Pick Men, Frederick Fell Inc., 1963.
- Miller, T. E., "Building Teamwork in Organizations," Personnel Administration, V. 34, p. 45, September-October 1971.
- Moses, N. P., "Three Essentials for Managerial Success," The Office, V. 77, p. 120, January 1973.
- Nations Business, Successful Management, 1964.
- Naval Postgraduate School, Enhancement of Research and Development Output Utilizations Efficiencies; Linker Concept Methodology in the Technology Transfer Process, by J. W. Creighton, J. A. Jolly, and S. A. Denning, 30 June 1972.
- Newcomer, M., The Big Business Executive, Columbia University Press, 1955.
- Nichols, R. G. and Stevens, L. A., "Listening to People," Harvard Business Review, V. 50, pp. 65-71, July 1972.
- Packard, V., The Pyramid Climbers, McGraw-Hill, 1962.
- Patten, T. H., "Precepts for Personnel Development," Public Personnel Review, V. 31, p. 2, January 1970.
- Peter, L. J. and Hull, R., The Peter Principle, W. Morrow and Co., 1969.
- Rosenthal, E. M., "Derailment of the Fast Track Executive," Management Review, V. 62, pp. 4-12, March 1973.
- Sands, E., How to Select Executive Personnel, Reinhold Publishing Corp., 1963.
- Shepard, W. P., Executives Health Secrets, Bobbs-Merrill Co., 1961.

- Stryker, P., The Men From the Boys, Harper and Brothers, 1958.
- Thompson, D. B., "Pick Them Young - Then Push," Industry Week, V. 174, pp. 37-41, 25 September 1972.
- Tracy, L., "Postscript to the Peter Principle," Harvard Business Review, V. 50, pp. 65-71, July 1972.
- Tracey, W. R., "The Empty Inbasket Trick," Personnel Journal, V. 52, p. 36, January 1973.
- Uris, A., Developing Your Executive Skills, McGraw-Hill, 1955.
- Uris, A., The Executive Deskbook, Van Nostrand Reinhold Co., 1970.
- Van Fleet, J. K., The 22 Biggest Mistakes Managers Make and How to Correct Them, Parker Publishing Co., 1973.
- Wingo, W., Pattern For Success, Doubleday and Co., 1967.

INITIAL DISTRIBUTION LIST

	No. Copies
1. Defense Documentation Center Cameron Station Alexandria, Virginia 22314	2
2. Library, Code 0212 Naval Postgraduate School Monterey, California 93940	2
3. Department Chairman, Code 55 Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
4. Professor J. W. Creighton, Code 55 Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
5. LCDR James Kirk Freeman, USN 2513 Brookhaven Drive Denison, Texas 75020	1
6. LT Gerald A. Motta, USN 121 Van Rensselaer Avenue Stratford, Connecticut 06497	1



1 OCT 75
27 OCT 78
10 FEB 81
2 AUG 82

23754
25454
27112
27250

Thesis 157208
F78797 Freeman
c.1 Contribution toward
identifying the de-
veloping executive.

1 OCT 75
27 OCT 78
10 FEB 81
2 AUG 82

23754
25454
27112
27250

Thesis 157208
F78797 Freeman
c.1 Contribution toward
identifying the de-
veloping executive.

thesF78797

Contribution toward identifying the deve



3 2768 001 96010 7

DUDLEY KNOX LIBRARY